

# **2006 Writing Portfolio Scoring Training for Grade 12**

**6-Hour Training**

Presentation adapted from Anne Oney, Boone County Schools

# **Six-hour Scoring Training Plan**

**Includes:**

- **Three hours outside preparation**
- **Three-hour delivery**

# Three-Hour Preparation

1. Read/Review Benchmarks, exemplar portfolios, and high-end portfolios.
2. Respond to the guiding questions.
3. Read/Review criteria for poetry/technical writing.
4. Read practice portfolio.
5. Write rationale for predicted score on handout provided.

# Code of Ethics

## Portfolio Scoring

(Development Handbook, p. 29)

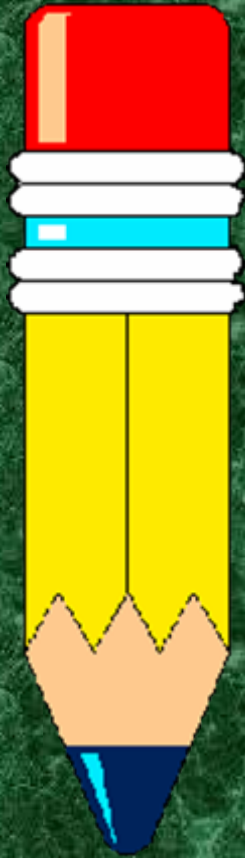
- Only certified school personnel who have received current KDE training can score.
- Scorers should use current materials and apply scoring standards accurately and consistently.
- Scoring judgments are made by using scoring tools.



# Code of Ethics (cont.)

- The district shall maintain documentation that all scorers have been appropriately trained.
- No one should encourage scorers to assign higher or lower scores than are warranted.
- Scoring accuracy shall not be compromised by lack of training or inappropriate scoring conditions.

# *Holistic Process*



(Scoring Handbook, p.2)

- Single Performance Level Rating
- Six Criteria (“thinking” and “doing”)
- Sustained Performance
- High-End Portfolio Comparison
- “Jagged” Portfolios
- “Jackknifed” Portfolios
- “Halo” entries

# Scorer Objectivity Issues

(Scoring Handbook, p. 9)

- Scorers should always be aware of potential biases.
- A number of factors can bias or unknowingly influence a scorer's perception of student writing in a positive or negative direction.

# Objectivity Quiz

- Are the following statements true or false?



Students in Gifted & Talented  
classes always produce  
Proficient and Distinguished  
Portfolios.

**FALSE**



Portfolios of ESL students  
score novice because of their  
Limited English Proficiency.

**FALSE**



Proficient writers introduce their pieces with leads that are more sophisticated than questions.

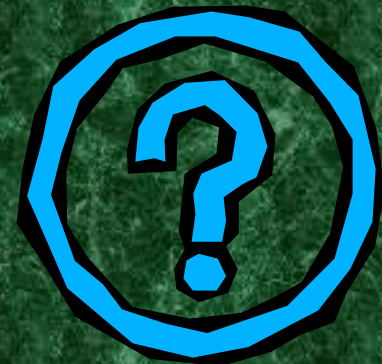
**FALSE**



## Bias

Effective transactive writing must contain 3 paragraphs that support or develop the writer's purpose.

**FALSE**





The length of a short story  
does not determine its  
performance level.

**TRUE**



Handwritten pieces are usually first drafts and, therefore, should receive lower scores.

**FALSE**



The inclusion of a poem does  
not lower a portfolio score.

**TRUE**



Technical writing lacks voice  
and richness of language  
required for proficient writing.

**FALSE**





Students who word process their pieces in a large-sized font are novices attempting to make up for a lack of idea development.

**FALSE**



Portfolios with slang or  
profanity score Novice.



**FALSE**

## Bias

All students who rank at the top of the class or participate in AP/IB classes produce Proficient and Distinguished portfolios.

**FALSE**



Certain forms of writing such as feature articles, editorials and speeches perform better than other forms (e.g., academic papers)

**FALSE**





# Recognize Your Biases

- Handwritten
- Neatness
- Format
- Length
- Type of pieces
- Use of technology
- Fancy Words
- Cookie Cutter
- Incorrect Facts
- Presence or absence of paragraphs
- Other

# Specific School Issues

- New genres?
- Past problems?
- Other?

# Review Scoring Tools

- Scoring Criteria (from Scoring Guide)
- Categories of Writing (four box chart)
- “Applying the Criteria...Poetry”
- “Applying the Criteria...Informative/Technical”
- Scoring Tools Diagram
- Discussion Rules

# **Holistic Scoring Guide Activity**

- 1. Underline the key words in the performance cells on the Holistic Scoring Guide.**
- 2. Select a scoring criteria from the scoring guide that you have the most trouble determining or understanding. On the back of the scoring guide write a reflection about this scoring criteria.**
- 3. Share reflections in groups.**

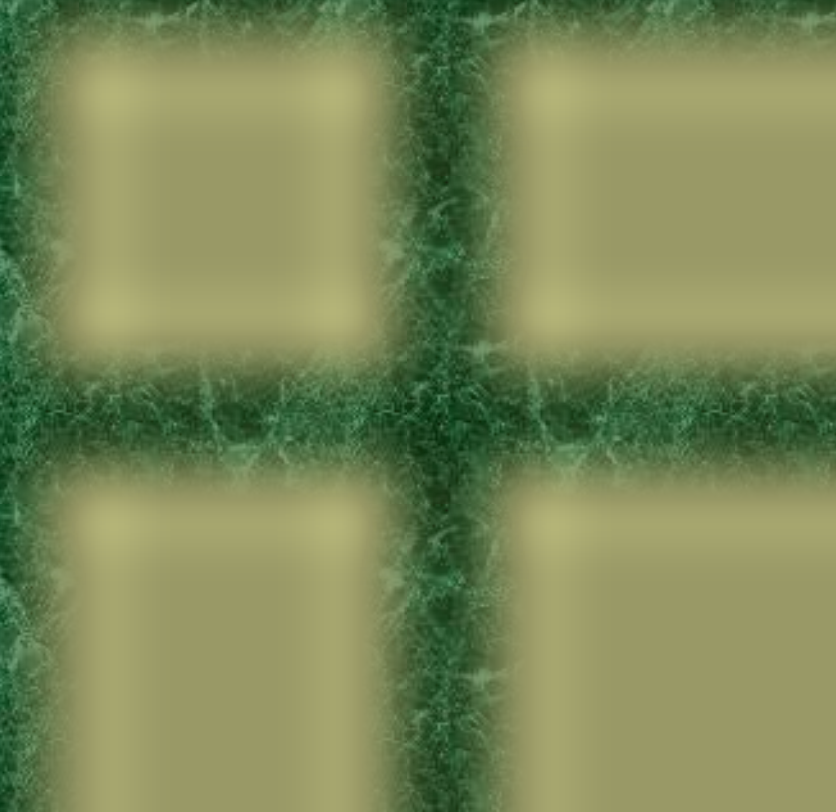


# Categories of Writing



- Reflective
- Personal Expressive
- Literary
- Transactive

# Review the Four Box Chart



# Applying the Criteria to Poetry

(Scoring Handbook, p. 12)

- Review the criteria.



# Applying the Criteria to Informative/Technical

(Scoring Handbook, p. 10-11)

- Review the criteria.





# Discussion Rules



(Scoring Handbook, p. 13)

(Scores on training tools have been pre-assigned by WAC/ScAAT members [Kentucky teachers])

- Clarify the rationale provided through discussion
- Use only the language of the scoring guide
- Avoid norm-referencing
- Don't assume scoring proportions
- Score only what is in the portfolio

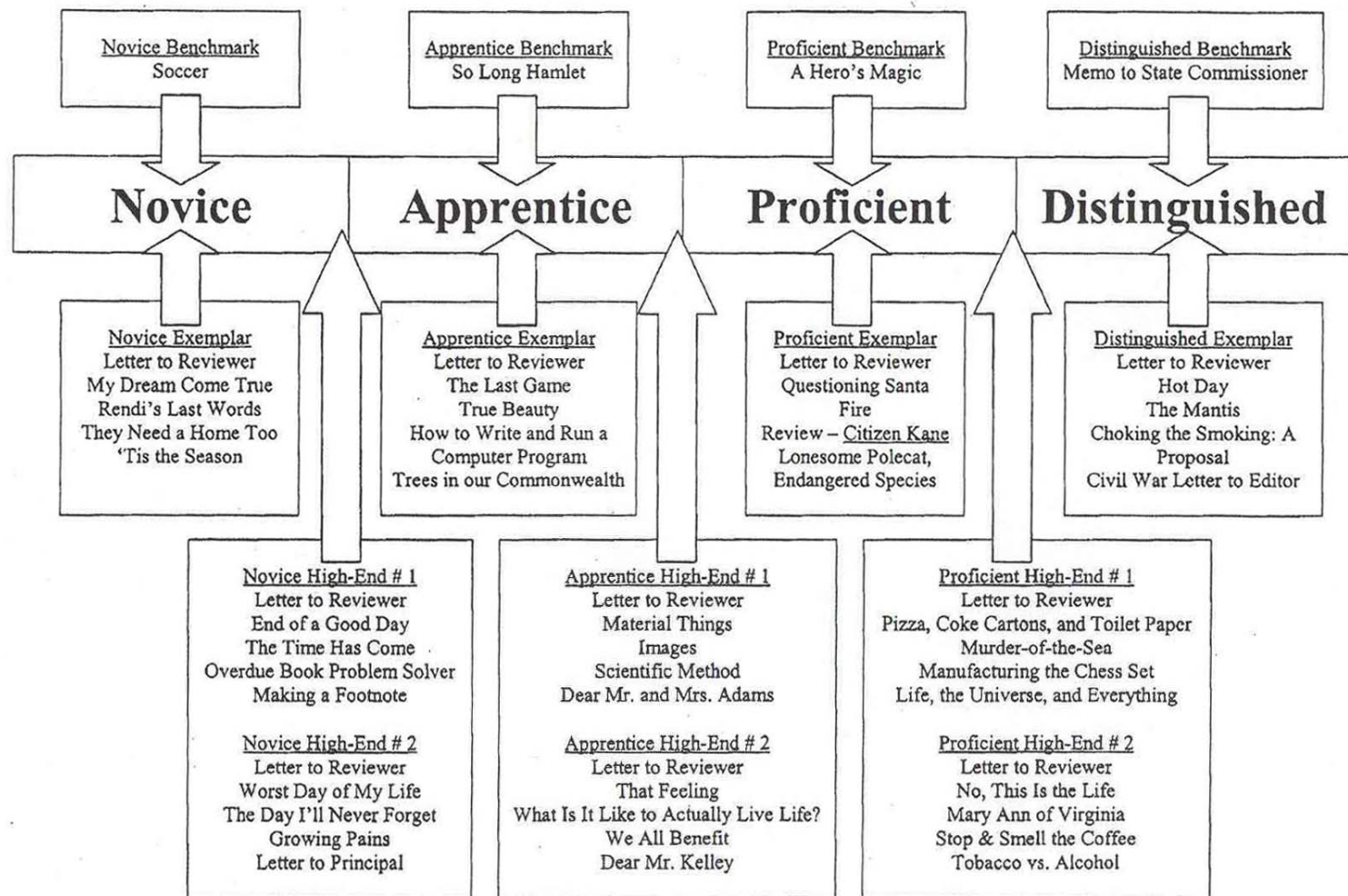
# How to Score



(Scoring Handbook, p.2)

- Review Scoring Guide
- Read ENTIRE Portfolio
- Get an OVERALL Impression
- Review Scoring Guide
- Compare Portfolio to high-end
- Determine the SUSTAINED Performance Level

Kentucky Writing Portfolios  
Grade 12  
Performance Levels and Scoring Tools



# **Review of Benchmarks/Sample Pieces and Performance Cells**



# Guiding Question for benchmark

1. Where can you find evidence of (or lack of) idea development in the example piece from the \_\_\_\_\_ (N,A,P,D) exemplar portfolio?

# Novice - “Rendi’s Last Words”

(Scoring Handbook, p. 45)

- Limited awareness
- Minimal; limited or unrelated
- Random and/or weak
- Incorrect and/or ineffective
- Incorrect and/or ineffective
- Disproportionate errors

# Apprentice - “Trees in Our Commonwealth”

(Scoring Handbook, p. 59-61)

- Some evidence; some lapses
- Unelaborated and/or repetitious
- Lapses
- Simplistic and/or awkward
- Simplistic and/or imprecise
- Some errors (do not interfere)

# Proficient - “Questioning Santa”

(Scoring Handbook, p. 67-68)

- Focused; communicates; suitable
- Depth; elaborated; relevant
- Logical; coherent
- Controlled; varied
- Acceptable; effective
- Few errors relative to length and complexity

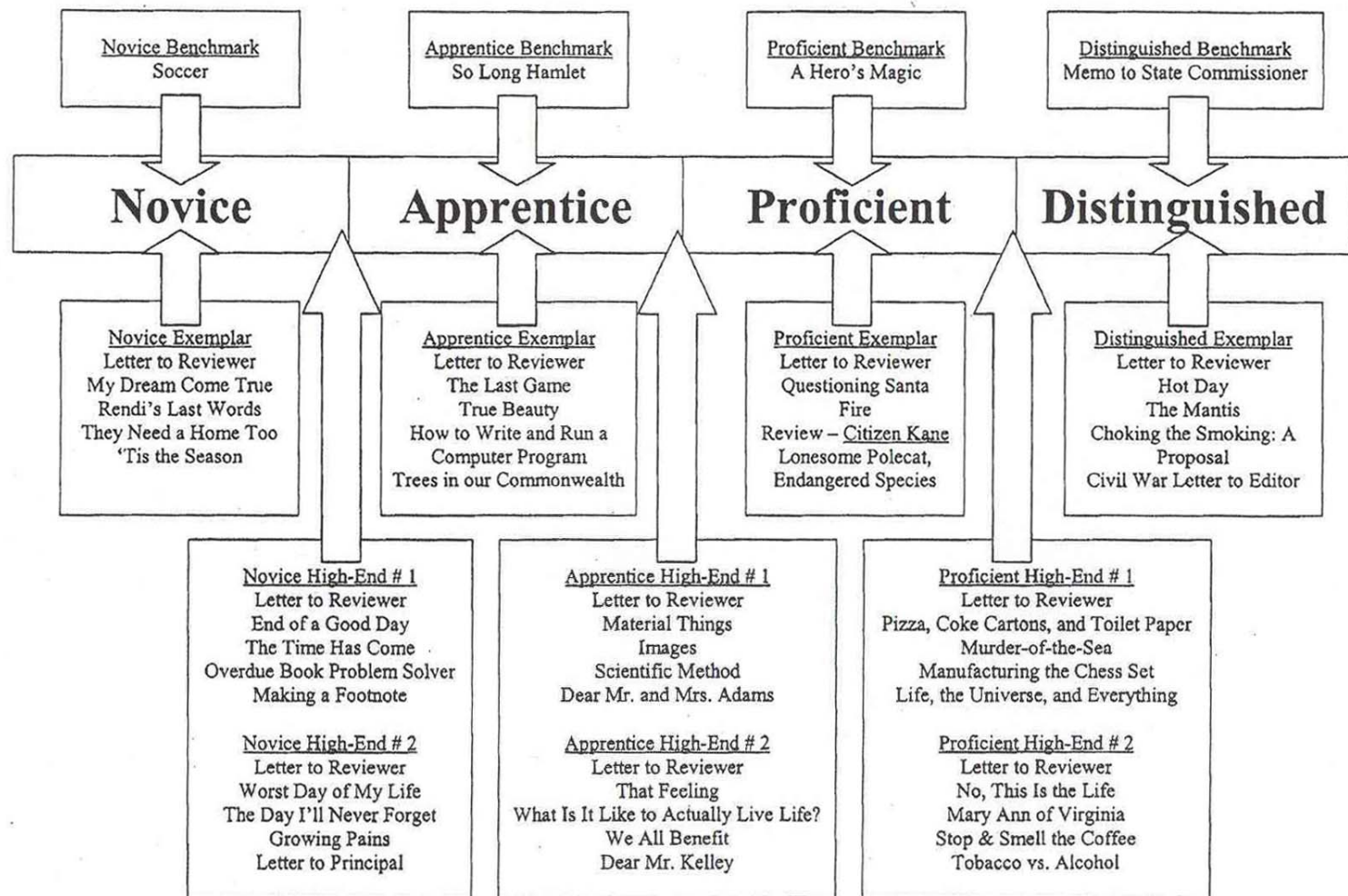


# Distinguished - “The Mantis”

(Scoring Handbook, p. 84-87)

- Establishes, maintains; distinctive, appropriate
- Depth, complexity; rich, engaging, pertinent; analysis, reflection, insight
- Careful and/or subtle
- Variety enhances effect
- Precise and/or rich
- Control

Kentucky Writing Portfolios  
Grade 12  
Performance Levels and Scoring Tools



# Guiding Question for High- End Portfolios

**\*\*What criteria place this  
portfolio in the high end of the  
\_\_\_\_\_ performance cell?**



## **High-End Proficient (SH, p. 148)**

### **Pizza, Coke Cartons, and Toilet Paper**

- Focused on purpose; communicates w/ audience; evidence of distinctive voice
- Depth of ideas supported by elaborated, relevant details; hints of insight
- Logical, coherent organization
- Variety in sentence structure and length enhances effect
- Acceptable, effective language; rich language
- Control of correctness



## High-End Proficient (SH, p. 211)

### No, This is the Life

- Focused on purpose; strong awareness of audience; some evidence of distinctive voice and/or appropriate tone
- Depth of idea development w/ elaborated, relevant details; hints of analysis and insight
- Logical, coherent organization
- Controlled and varied sentence structure
- Acceptable, effective language
- Few errors in correctness

## **High-End Apprentice (SH, p.109)**

### **Material Things**

- Focused on a purpose and communicates w/ an audience with lapses
- Unelaborated idea development; repetitious details
- Logical organization w/ lapses
- Simplistic sentence structure
- Simplistic language
- Few errors in correctness relative to length

## High-End Apprentice (SH, p. 192) That Feeling

- Focused on a purpose and communicates w/ an audience with lapses
- Unelaborated ideas; elaborated details w/ some unrelated details
- Logical organization w/ lapses
- Simplistic sentence structure
- Simplistic and imprecise language
- Few errors in correctness

## **High-End Novice (SH, p. 99)**

### **End of a Good Day**

- Some evidence of purpose; limited awareness of audience
- Minimal ideas; limited and repetitious details
- Random and weak organization
- Simplistic, awkward, and ineffective sentence structure
- Simplistic language
- Some errors in correctness



## **High-End Novice (SH, p.180)**

### **Worst Day of My Life**

- Some evidence of purpose; limited awareness of audience
- Minimal ideas; unelaborated and sometimes unrelated details
- Random organization w/ some logical chronological structures
- Awkward sentence structures
- Simplistic and sometimes incorrect language
- Errors disproportionate to length and complexity

# How to Score



(Scoring Handbook, p.2)

- Review Scoring Guide
- Read ENTIRE Portfolio
- Get an OVERALL Impression
- Review Scoring Guide
- Compare Portfolio to high-end
- Determine the SUSTAINED Performance Level

# Scoring Tools

1. Scoring Handbook
2. Holistic Scoring Guide
3. High-End Portfolios

# Resources Review



- Scoring Criteria Key Words
- Categories of Writing
- Applying the Criteria to Poetry (SH, p. 12)
- Applying the Criteria to Informative and Technical Writing (SH, p. 10)
- Scoring Tools Diagram (SH, p. 25)
- Holistic Scoring Guide
- High-end Portfolios



# Practice Portfolio (required)



# Discussion of rationale of practice portfolio

# Table of Contents Review

- Completes/Incompletes
  - Category Requirement (4)
  - Content Area Requirement (2)
  - Number of Entries (5)
  - Student Signature Sheet

# Incompletes During Scoring

A portfolio is incomplete if any pieces:

- Are different from those listed in the Table of Contents
- Are written in a language other than English
- Demonstrate only computational skills
- Consist of only diagrams or drawings
- Represent a group entry



# Scoring Process

Steps for Scoring Teams

# Discussion Rules



(Scoring Handbook, p. 13)

(Scores on training tools have been pre-assigned by WAC/ScAAT members [Kentucky teachers])

- Clarify the rationale provided through discussion
- Use only the language of the scoring guide
- Avoid norm-referencing
- Don't assume scoring proportions
- Score only what is in the portfolio

# Process Review

- Double-Blind, Reading-to-Resolution Scoring Process
- Plagiarism
- Alerts
- Analysis procedure



# Recalibration



1. Holistic Scoring Guide
2. High-End Portfolio
3. Quality Control



# Table of Contents Review

## “Live” Portfolios

- Completes/Incompletes
  - Category Requirement
  - Content Area Requirement
  - Number of Entries
  - Student Signature Sheet

Scoring Begins...



# Incompletes Identified During Scoring

A portfolio is incomplete if any pieces:

- Are different from those listed in the Table of Contents
- Are written in a language other than English
- Demonstrate only computational skills
- Consist of only diagrams or drawings
- Represent a group entry

View Scoring Training Telecast



# Writing Updates

- New Writing Update Chart
- New Scoring Rubric
- Administration Guidelines

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Writing+Updates.htm>

- Core Content 4.0

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+ver+4.0+for+Contractors.htm>

# KDE Writing Consultants

**Lee Ann Hager** [LeeAnn.Hager@education.ky.gov](mailto:LeeAnn.Hager@education.ky.gov)

High School Writing Consultant

**Dena Cole** [Dena.Cole@education.ky.gov](mailto:Dena.Cole@education.ky.gov)

Middle School Writing Consultant

**Depeka Croft** [Depeka.Croft@education.ky.gov](mailto:Depeka.Croft@education.ky.gov)

Elementary Writing Consultant

**Office phone: (502) 564-2106**